

**A Classroom Guide  
to the EPCOT Center Experience**

**HORIZONS**  
Presented by GENERAL  **ELECTRIC**







## **EPCOT Center: A Definition**

Welcome to EPCOT Center, the Experimental Prototype Community of Tomorrow. Walt Disney chose this name to describe what has become the realization of his greatest dream. He visualized EPCOT Center as a project that "will never be completed but will always be introducing, testing, and demonstrating new materials and new systems . . . a showcase to the world for the ingenuity and imagination of American free enterprise." But unlike most Utopian visions, EPCOT Center is real: here the future is something to see, hear, smell, touch, taste and wonder about.

There are two parts to EPCOT Center: Future World and World Showcase. In the Disney tradition of master storytelling, Future World demonstrates the dazzling technology of the years to come. World Showcase highlights the present and its most vital resource: people. World Showcase illustrates life around the world with such realism that visitors may well feel transported to the countries represented. Both parts of EPCOT Center work together to create a "permanent (showcase) of imagination and discovery, education and exploration . . ."



## A Commitment to Education

EPCOT Center combines the Disney expertise in entertainment and communication with a compendium of information from the academic



Horizons' vision of a future desert farm.

world, industry, and government. The primary goal of this combination is to provide visitors with an exceptional educational experience that *inspires them to actively participate in the shaping of the future*. In classrooms each day teachers try to achieve this same goal. For this reason, teachers, our most important guides to the future, are considered very special guests at EPCOT Center.

## A Field Trip with a Long Memory

Teachers often enrich the curriculum by bringing to it the immediacy of their own experiences. Sharing snapshots and souvenirs is one way of transferring the excitement of travel to a classroom. But EPCOT Center is much more than a sightseeing destination. The discerning educator can stretch an EPCOT Center visit into a functional and lasting part of a curriculum. This Teacher's Guide is designed to help educators tap the vast informational resources of EPCOT Center and put them into a meaningful academic context. Filled with practical, easy-to-use materials and ideas for immediate classroom use, this guide serves as a "take-home" field trip to EPCOT Center!

## How to Use this Guide

To assist teachers in a variety of learning situations, the materials in this guide have been divided into three instructional levels. For convenience these levels are highlighted with different colors. The levels and color codes are as follows:

Level A	
(Grades 2-5)	Pages 2-4 RED
Level B	
(Grades 6-9)	Pages 5-8 BLUE
Level C	
(Grades 10-12)	Pages 9-12 GOLD

Almost everything needed for a complete lesson is included. Each level is composed of three parts:

### 1) Instant Lesson Plan

It is "instant" because very little prior preparation is necessary. Each lesson plan provides specific learning objectives, brief teacher directions, and answers to the corresponding reproducible worksheets. Suggested follow-up activities are also included. These ideas will help teachers who choose to cover these educational ideas in greater detail. Designed to be flexible, these suggestions can be applied to math, language arts, computer literacy, or other subject areas.

### 2) Reading Experience

This is a reproducible sheet that gives students a brief summary of the educational content of Horizons. The vocabulary and concepts are appropriate to each instructional level.

### 3) Follow-Up Worksheet

This reproducible page features questions and activities that review the reading material and provide practice in basic reading comprehension skills, such as recalling facts, sequencing, inference, and prediction.

### BEFORE YOU START . . .

Before the lesson begins, you may want to describe your own experience at EPCOT Center. This not only personalizes Horizons; it also gives you a chance to share photos and souvenirs! The subject area specialists and classroom teachers who have contributed to this and other EPCOT Center educational materials hope that this Teacher's Guide will be among the most useful of your mementoes of EPCOT Center.

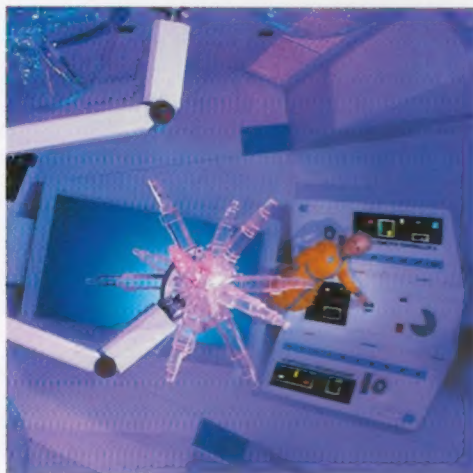


## OBJECTIVES

- To show that life in the future can be exciting, enjoyable, and productive
- To illustrate technology's vital role in the future
- To encourage students to study math and science as preparation for their future
- To provide practice with reading comprehension skills

## PROCEDURE

- 1) Write the word *technology* on the board. Say the word and ask students to define it. Write some of the reasonable answers on the board. If they cannot define this word, perhaps students can tell you where they have heard or seen it used.
- 2) Write the word *future* on the board and repeat the above procedure. Tell students that you will now be giving them a reading assignment having to do with these two words. When finished reading, students should not only know the definition of the word *technology*, but they should also be able to explain its importance in the future.
- 3) Inform students that they will have a written follow-up to their reading. Before handing out reading materials, you may want to review all or some of these vocabulary words: science, machines, computers, calculators, video games, magnetic, communicate, robot, harvesters. You may also want to go over the directions for the worksheet before the students begin.



Laser technology will continue to improve with future study.

## EVALUATION

- 1) Once again write or point out the words *technology* and *future* on the board. Ask students to explain the connection between the two words.
- 2) Review the answers to the worksheet:  
1-b; 2-a; 3-a; 4-d; 5-d; 6-c; 7-c; 8-b; 9-a.

## SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

- 1) Locate parents or other people in the community whose jobs are technology-oriented. Invite these people to speak to your class. Encourage speakers to emphasize the relevance of their academic preparation to their current work. Arrange field trips for students to see high-tech careers in action. You will probably find that many nearby businesses, from television stations to supermarkets, are anxious to show off their latest high-tech equipment.

- 2) Divide the class into four groups. Have each group write and perform a skit about life in a future environment such as a high-tech city, a desert farm, a space colony, or an undersea city.

- 3) Have students write a journal of their trip to a space colony, a desert farm community, or an undersea city. If possible, have students write and edit their journal on a computer with word processing equipment.

- 4) Divide class into small groups. Each group will construct a detailed model of an environment of the future. Careful measurement and correct scale should be used.

- 5) Have students draw or paint a picture, or construct a diorama representing the futuristic environment in which they would choose to live. Have students accompany the artwork with a paragraph or two explaining the reasons for their choice.



## Horizons

You've probably heard the word *technology* a lot these days. But you may not know just what it means. Technology is the science of machines. Computers, calculators, and video games are new machines that are changing our lives. Scientists and engineers know that technology will make the world very different and exciting in the years ahead.

In the future we may be living and working in places that we never have before. Scientists are talking about cities under the oceans and farms in the middle of deserts! Space cities, or colonies, may orbit the earth. These new communities could be much like the town you live in right now. Try to imagine going to an underwater school, or

playing a space basketball game in which you can float up to the basket. Technology can make all these things possible.

How will people travel to all these different spots? Your family could ride through space in a mini-spaceship. Back on earth you might zoom to school on a high-speed train that glides above a magnetic track. Maybe you'd have your own personal submarine to travel underwater.

People will also need to communicate in new ways. You might have a friend living in space, another in an underwater city, and another on a desert farm. With a holographic telephone you could see and hear them all at once — and in "3-D"! People will also do a lot of communicating with machines. You might fix yourself dinner by talking to your electronic pantry. And when a computer helps you with your homework, it will talk back to you!

The foods of the future will also be very different. Can you picture a pinana, a fruit that tastes like a pineapple and a banana? Imagine a watermelon-sized orange that

you drink with a straw! Crops may also grow in places they never have before — in space, in the desert, or even beneath the sea. In your mini-sub you could care for your underwater farm. From the computer control room of a desert farm you could give orders to your robot harvesters. Perhaps you'd be a space farmer, growing lettuce in spinning drums!

No one can know for certain what the future will bring. But we can be sure of this: technology will help make the future very exciting. Because you will be living in this future, it is important that you start learning about technology now. You can do this by studying subjects such as math and science now. If you understand math and science, you will be able to understand and use technology later. Right now you can make the choices to study subjects that will help you in the future. Other subjects such as English, social studies, art and music are also important because they will help you to express yourself and give you many new ideas. With the right education *you* could be one of the scientists or engineers that helps build the first space colony or underwater city! If you can dream it, you can do it.



A holographic telephone will let you see callers in 3-D.



**Reading Comprehension Follow-Up:**  
**Level A (Grades 2-5)**

Name \_\_\_\_\_

Date \_\_\_\_\_

Underline the correct answer.

1) Technology is the science of .

- a) living things
- b) machines
- c) space
- d) water

2) The main idea of the story is that \_\_\_\_\_.

- a) techology will make the future exciting
- b) people will live in space
- c) people will drive mini-submarines
- d) you should study music

3) A pinana is a fruit that \_\_\_\_\_.

- a) tastes like a pineapple and a banana
- b) you drink with a straw
- c) is easy to pick
- d) tastes like a pineapple and an orange

4) In the future you may get around in a \_\_\_\_\_.

- a) mini-submarine
- b) magnetic train
- c) mini-spaceship
- d) all of the above

5) In the future you might be able to \_\_\_\_\_.

- a) play basketball in space

b) ride a mini-spaceship

c) have a 3-D telephone

d) all of the above

6) A space colony will be like a \_\_\_\_\_.

- a) farm
- b) cave
- c) city
- d) desert

7) A robot *harvester* is a machine that would \_\_\_\_\_.

- a) fly a plane
- b) eat food
- c) pick crops
- d) build homes

8) Studying math and science will \_\_\_\_\_.

- a) not be important in the future
- b) help you to understand technology
- c) make you a happy person
- d) be easier when you get older

9) English is an important subject because it helps you \_\_\_\_\_.

- a) express yourself
- b) be happier
- c) make friends
- d) think fast



## Instant Lesson Plan: Level B (Grades 6-9)

### OBJECTIVES

To show that life in the future can be exciting, enjoyable and productive  
To illustrate technology's vital role in the future

To encourage students to study math and science as preparation for their future

To provide practice in reading comprehension

### PROCEDURE

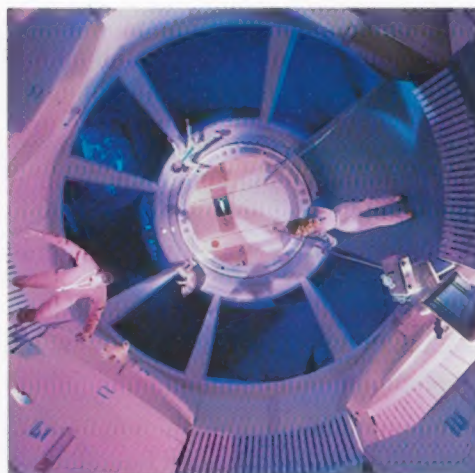
1) Write the words *high technology* on the board. Ask students to define it. By a show of hands, have students acknowledge how many of them plan to have careers in high-tech fields. Make a note of this count.

2) Tell students that you will be giving them a reading assignment about technology and the future. Inform students that when they are finished reading they should not only be able to define *high technology*, but they should be able to fully explain its role in the future.

3) Explain that a written follow-up will help students to check their reading. Before handing out the reading materials, you may want to review some or all of these vocabulary words: industrial, environment, flourish, utility, vehicle, hover, three-dimensional, cultivation.

### EVALUATION

1) Take the informal occupational survey again. Have the results changed? Discuss why and why not.  
2) Review answers to the worksheet: 1-b; 2-c; 3-d; 4-b; 5-c; 6-b; 7-d; 8-b; 9-c; 10-d; 11 & 12: Discuss.



A zero-gravity space colony is one vision of tomorrow.

### SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

1) As a class project create a futuristic world's fair. Enlist the support of art, music, and physical education specialists. Students could plan and present activities such as: simulating a zero gravity Olympics exhibition; recording and listening to music of the future; displaying models of genetically engineered foods; dramatizing conversations on a holographic party line. One corner of the fair could feature a display of antiques — telephones, televisions, video games, and other relics from the latter part of the twentieth century!

2) Have students research and answer this question: How would zero gravity affect everyday life on a space colony?

3) Have students develop their own board game in which the players go after high-tech career options. For example, in this game players might draw cards on which math and science questions are written. Players gain points or move ahead when they correctly answer the questions. Answering enough questions could win players futuristic career options such as: a place in an expedition to seek out new sites for space colonies; a job as an artist who paints with holography; or a position as a gourmet chef who cooks with a voice activated computer. Students will be able to design a game of intrigue and fun — and they could also translate the idea into a video or computer version.

4) Divide the class into four groups. Assign each group a futuristic environment: the desert farm, a space colony, an earth city, an underwater city. Have each group write a newspaper or present a simulated television news show representing a typical day in this environment. If possible, newspapers should be written and edited on computers. Students familiar with computer graphics could illustrate this electronic newspaper.

5) Divide the class into groups. Have each group write, produce, and perform a short play which begins: "A teenage \_\_\_\_\_ is finishing his/her \_\_\_\_\_. There is a knock on the door. A person hands him/her a large envelope. It is a certificate good for unlimited hours of course study in math and science. Already our hero thinks how different things can be . . ." Each play or skit should show the important (and amusing) ways that studying math and science can improve one's future job opportunities.



## **Horizons**

High technology. You're probably hearing that term a lot these days. Just what does it mean? And what does it have to do with you? Technology is the science of machines. The term high technology refers to the development of advanced machines such as computers. This kind of technology is already changing your life. If you use a pocket calculator or play a video game, you are involved in the world of "high tech". Experts predict that technology will drastically change our world in the years to come. When you examine some of these predictions, you will understand what technology has to do with you — and what *you* will have to do with technology.

*How* we live in the future is bound to change. But *where* we live may also change. For a long time people have imagined what it would be like to live in space. Technology will make it quite possible for people to live and work in space colonies. These orbiting space cities may be similar in many ways to the community in which you are living right now. For instance, you could play basketball; but because of zero gravity you could literally float up to the basket for a shot! Space is not the only new territory that can be opened up by technology. Scientists and engineers will be able to change earth environments so that people could live where they never have before. Deserts could be turned into farms. Cities might flourish beneath the sea.

Technology would also provide new forms of transportation for these new living spaces. Imagine riding to a space colony in your own mini-shuttle! In cities on earth you could zoom to your destination on a high-speed train gliding above magnetized tracks. In the desert you might drive a hoverlift utility vehicle. Beneath the ocean you'd pilot a one-person submarine.



Communication technology is ever-changing.



As people branch out to new environments, they will demand new methods of communication. Space colonists, desert dwellers, and undersea citizens will be able to see and hear each other through three-dimensional holographic telephones. In a world of advanced technology people will have to communicate with machines as well as they do with humans. On a desert farm, for example, a farmer may use a video computer to send orders to his field harvesters — who happen to be robots. The farmer's family could order meals by simply speaking to their computerized electronic pantry. Such person-to-machine communication will hardly be one-sided: computers will certainly answer back.

Technology will also improve the cultivation of natural resources. Farmers will not just *grow* crops: they will *genetically engineer* them. This means that the genes of plants will be combined or changed to produce entirely new varieties of plants. Think about vines of multi-colored grapes, or huge oranges you can drink with a straw. Scientists are already developing

plants that can grow without soil. In the future some trees may grow fruit only on the outer limbs — for easy picking. Some plants could even grow sideways, defying gravity. Undersea kelp farms will supply food and fuel materials. Space colonists will not only be able to grow their own foods, they will also grow large amounts of crystals, which then will be used in technological devices. Underwater miners will vacuum mineral-rich manganese nodules from the floor of the ocean.

Tomorrow's undersea cities, space communities, desert farms, and much more are taking shape in the minds of today's engineers and scientists. They are already taking these dreams steps closer to reality. Robots now work in factories; computers respond to the human voice and touch. Machines make life easier and better in countless ways. They also create many job opportunities for those people with the necessary skills. We need more people who can develop new ideas, people who can build machines, people who can repair equipment, and people who can teach others how to use computers.



Today's technology beams information around the world in seconds.

What, then, does technology have to do with you? It is the door to the future — *your* future. What do *you* have to do with technology? You must start preparing yourself to use it, to understand it, to dream with it. You can do this by making sure you take plenty of courses in math, science, computers, and physics. English, social studies, and the arts will also help you express ideas clearly and will give you many new ideas. Technology is the door to tomorrow. Your key to that door is the right education. If you can dream it, you can do it.



**Reading Comprehension Follow-Up:**  
**Level B (Grades 6-9)**

Name \_\_\_\_\_

Date \_\_\_\_\_

Underline the correct answer.

1) A space colony is a/an \_\_\_\_\_.

- a) space farm
- b) orbiting space city
- c) community of small insects
- d) none of the above

2) Playing basketball in space would be different because of \_\_\_\_\_.

- a) heavier balls
- b) larger nets
- c) zero gravity
- d) all of the above

3) High technology refers to \_\_\_\_\_.

- a) space computers
- b) video games
- c) calculators
- d) all of the above

4) A *holographic* telephone is one with a \_\_\_\_\_.

- a) large earphone
- b) 3-D picture
- c) static-free system
- d) none of the above

5) When plants are genetically engineered, their genes are \_\_\_\_\_.

- a) frozen
- b) heated to 350 degrees
- c) changed or combined with genes of other plants
- d) none of the above

6) Manganese nodules are found \_\_\_\_\_.

- a) on Jupiter
- b) on the ocean floor
- c) in deserts
- d) all of the above

7) Genetically engineered crops could be \_\_\_\_\_.

- a) easier to pick
- b) larger
- c) grown without soil
- d) all of the above

8) The word most like *predict* is \_\_\_\_\_.

- a) whisper
- b) forecast
- c) tell
- d) investigate

9) In the future some farm workers may be \_\_\_\_\_.

- a) aliens
- b) rich
- c) robots
- d) none of the above

10) We need more people to \_\_\_\_\_.

- a) teach about computers
- b) repair machines
- c) construct machines
- d) all of the above

On the back of this paper, write your answers to these questions:

11) What school courses are you now taking that could help you to understand technology? List the courses that you could take next year.

12) You have just read many predictions for the future. Which ones do you think are most likely to come true? Why? Which ones do you think will turn out to be false? Why?





Robots might contribute more to our future lifestyle.

### OBJECTIVES

- To illustrate the significance of technology in our present and future society
- To encourage students to obtain a solid background in math and science in preparation for the future
- To provide practice in basic reading skills

### PROCEDURE

- 1) Briefly discuss this question: Do the subjects you study in high school really have anything to do with getting you a job in the future?
- 2) Inform students that you will be giving out a reading assignment dealing with this question in a unique way. Let students know that a written worksheet will also follow. Before handing out the reading material, you may want to review all or some of these vocabulary words: intriguing, industrial, mechanical, prediction, transform, environment, feat, hover, utility, genetic.

### EVALUATION

- 1) In light of the reading, have the students' opinions changed regarding the question with which you opened the lesson? Why or why not?
- 2) Review the answers to the worksheet: 1-b; 2-a; 3-c; 4-d; 5-d; 6-b; 7-a; 8-a; 9-c; 10-b; 11 & 12: Discuss.

### SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

- 1) Dramatize the importance of studying math and science. For example, students could write and perform a parody of Dickens' "A Christmas Carol". In this tale a reluctant math student is visited by ghosts of the past, present, and future. These spirits convince the student that studying math and science today will bring a better tomorrow.
- 2) Invite as many speakers as possible to discuss their own careers. Always make sure that you have at least a few broad objectives for your speakers — and discuss them with your guests in advance. Most people appreciate a brief list of anticipated questions. Seek out people whose occupations are not overtly technical, but who use technology in many ways. For example, call upon a journalist who uses a word processor or video tape equipment, an athlete who uses computerized feedback, or a chef who uses a computerized supply closet. Most successful people in traditionally non-technical fields (music, art, advertising, publishing, etc.) still need math and science skills to get their jobs done. Such people can impart valuable lessons to your students.

3) Have student choose one of the futuristic environments (desert farm, high-tech city, underwater city, space colony) and use it as a setting for a short story, poem, song, comic book, video movie, or computer adventure game.

4) Ask the media specialist to help you locate works by classic science fiction writers such as Jules Verne or George Orwell. (The media specialist may be able to find lesser known, but equally relevant authors.) Assign individual readings or read aloud some selections and discuss them with students. Some discussion questions could include: Which of these predictions came true — or even close to the truth? What probably influenced the writer's idea? How are these predictions different from scientific predictions made today?



## **Horizons**

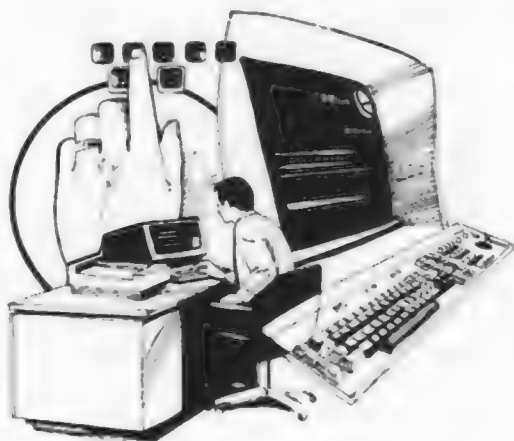
High technology. Everyone's talking about it. But do you know what it means? Simply defined, technology is the science of mechanical or industrial arts. High technology refers to advanced mechanical developments in such fields as computer science and robotics. How is this significant to you? You already see how personal computers, hand-held calculators, and video games are changing the ways you work — and play. But the impact of technology will be far more pervasive in the future. It may change the foods you eat, the places you live, the jobs you choose. Let's examine some of the latest and most intriguing predictions for the future. Once you glimpse tomorrow through the eyes of today's engineers and scientists, you may understand not only what technology can do for you — but what you should do about technology.

Technology can create startling changes in environments. Hostile environments can be transformed into liveable, workable spaces. Tech-

nology will enable people to grow luxuriant crops in the midst of deserts. To make productive use of the incredibly rich resources of the sea has long been a dream of scientists, explorers, and story-tellers. Technology has the potential to turn even our wildest dreams into reality. Cities could flourish underwater as people mine, farm, and research there. What about the science fiction tales of living in space? Such tales may not be fiction for much longer. The technology to enable people to live in orbiting space colonies is rapidly developing. These space communities may be similar, in some ways, to your own home town. You could probably still play basketball for your high school; but in a

zero-gravity game you could literally float up to the basket for a layup shot! And you'd probably want to work out in the gym before or after the big game. In a space gym you could give yourself a complete physical with a scanner that takes an electronic snapshot of your body and gives you an instant reading on every aspect of your health. You wouldn't even have to take off your tee-shirt. Living in a technologically enhanced environment would be unique, exciting, and fun.

Technology will also provide appropriate forms of transportation for these unique living spaces. You might visit a friend on a nearby space colony by taking a jaunt on your mini-shuttle. Urban mass transit here on earth may be quite different, too. You could travel on a "mag-lev" train, a high-speed system that zooms above magnetic tracks. Many other vehicles will be specially designed for new earth environments: hoverlift utility vehicles could carry harvests from the deserts; one-person submarines may transport people to undersea destinations.



High technology serves communication needs.



Person-to-person communication will be increasingly changed by technology. You may have already heard about holography, three-dimensional photography made possible by the use of laser light beams. In the years to come you may be hearing and *seeing* your friends on holographic telephones. In fact, on a holographic "party line" you could have a 3-D "visit" with your friend living on a space colony, another friend on a desert farm, and another in an undersea city.

Person-to-*machine* communication will be very important in the years ahead. If you live and work on a desert farm, for example, you might use your video control room to send orders to the harvesters — who happen to be robots. You could cook up a delicious meal by merely mentioning it to your computerized electronic pantry. If you now use a personal computer to help you with your studies, you can probably easily imagine working with a computer that talks to you in clear English instead of tones and beeps. Computers activated by the human voice and computers that talk back are fast being developed by today's engineers and scientists.

Genetic engineering is another term that you may have heard recently. By combining or altering the genes of living organisms to create new ones, scientists are already beginning to create new and more nutritious species of plants. There are now crops that can grow in special nutrient solutions with no soil. In the future, scientists may develop fruits that grow only on the outer limbs of trees — for easy harvesting. They may create spectacular new fruits and vegetables, such as watermelon-size oranges or multi-colored grapes. The first experiments in genetic engineering are now laying the groundwork for tomorrow's desert farms.

Places below and beyond the earth will be cultivated to provide the materials we will need. Underwater kelp farms will supply food and fuel. Miners will vacuum the ocean floor for mineral-rich manganese nodules. And in the zero-gravity of a space colony semi-conductor crystals will grow bigger and purer than those made on earth. These crystals will be vital to support all of the technological wonders that will surround us.

These predictions are not as far-fetched as they may first appear. Robots now work in factories; computers respond to human voices and to our touch; the science of genetic engineering is growing fast. But today's scientists and engineers have just begun. They need more technicians, more computer scientists, more mathematicians, more dreamers — more people who can work with technology. Technology is the door to your future. You must start preparing yourself to use technology, to understand it, to dream with it. You can do this *right now* by getting a solid background in math, science, computers, and physics. Don't forget that English, social studies, and the arts will help you express ideas as well as give you many new ones. Math and science are the key to the world of technology. With the right keys, you can be sure that all the doors will be open for you. If you can dream it, you can do it.



**Reading Comprehension Follow-Up:**  
**Level C (Grades 10-12)**

Name \_\_\_\_\_

Date \_\_\_\_\_

Underline the correct answer.

- 1) A high-tech world means a world of \_\_\_\_\_.  
a) high finance  
b) advanced machines  
c) microchips  
d) none of the above
- 2) The word most like *transform* is \_\_\_\_\_.  
a) change  
b) experiment  
c) extend  
d) create
- 3) Technology will be more *pervasive* in the future: This means that technology will be \_\_\_\_\_.  
a) dangerous  
b) difficult to use  
c) everywhere  
d) expensive
- 4) Technology may allow you to \_\_\_\_\_.  
a) live in the desert  
b) work on a space colony  
c) live underwater  
d) all of the above

- 5) A future kind of transportation may be a \_\_\_\_\_.  
a) a mag-lev train  
b) mini-shuttle  
c) one-person submarine  
d) all of the above
- 6) Holography is \_\_\_\_\_.  
a) a way of delving into the earth's core  
b) three-dimensional laser photography  
c) microphotography  
d) all of the above
- 7) A computer that is *voice-activated* will \_\_\_\_\_.  
a) respond when you speak to it  
b) respond when you touch it  
c) make human sounds  
d) none of the above
- 8) Genetic engineering may create plants that \_\_\_\_\_.  
a) grow without soil  
b) grow without water  
c) grow without light  
d) none of the above
- 9) Miners will vacuum the ocean floor for \_\_\_\_\_.  
a) crystals  
b) kelp  
c) manganese nodules  
d) all of the above

- 10) \_\_\_\_\_ are the subjects that can best help you to understand technology.  
a) music and art  
b) math and science  
c) math and music  
d) none of the above

On the back of this paper write your answers to these questions:

- 11) If you could have the career of your choice, what would it be? List the ways in which advanced technology could be used in this career.
- 12) What school courses are you now taking that can help you to understand technology? What courses could you take next year?





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